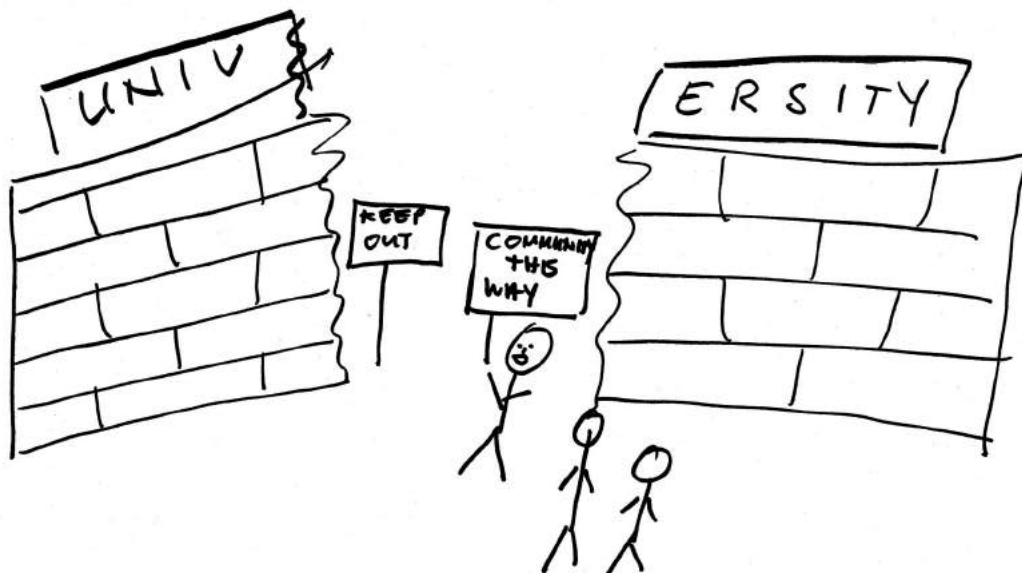


Creating Living Knowledge Workshop



Introduction

The Creating Living Knowledge Report

In April 2016 the Connected Communities Programme and the NCCPE launched Creating Living Knowledge, a report into University-Community Collaborations. The report is the result of a two year study into the Connected Communities Programme that involved over 100 interviews, 300 survey response and a series of workshops. The report makes 4 primary recommendations:

1: Take the simple steps needed to enhance the infrastructure for high quality collaborative research partnerships, In particular by addressing the following priorities:

- i. Extend Connected Communities funding approaches across research councils
- ii. Invest in research assistants for the long term
- iii. Build capacity for early career researchers, doctoral students and peer reviewers
- iv. Develop university professional services to better support collaborative research

2: Recognise that time is to collaborative research what a supercomputer is to big data.

In particular, through the following three priority areas:

- i. Extend (the same) funding over longer time scales
- ii. Rebalance funding for partnerships and projects
- iii. Create connections between teaching and research

3: Take explicit steps to mitigate the risk of enhancing inequalities through collaborative research.

In particular, through addressing the following priorities:

- i. Funders should develop a more nuanced lexicon of types of community partners and the forms of funding and support that might be offered to or requested from different groups.

- ii. Explicit efforts need to be made to understand and address the barriers that prevent different minority groups from contributing to research projects.
- iii. Research investment needs to be considered in the wider context of the university as a whole.

4: Invest in civil society's public learning infrastructure through one key priority:

- i. Establish a new funding programme open to civil society organisations resourced by a combination of RCUK and the larger charitable trusts and foundations

The Launch Workshop

The report was presented at a workshop with representatives of funding bodies, government, community organisations and higher education institutions. The authors shared the findings of the report and asked how we might set about making the improvements called for in the recommendations. Participants in the workshop we're asked to contribute to discussions in a World Café around core themes of the Creating Living Knowledge report:

- ♦ University Structures
- ♦ Capacity Building
- ♦ Funding
- ♦ Connecting Research with Teaching
- ♦ Exclusion
- ♦ Brokerage

They shared experiences of what has already happened in these areas and put forward ideas for making changes within the next 6 months. At the end of the workshop participants were asked to share one thing that they would take away from the workshop that could influence their work and that of their colleagues or institutions. As well as summarising the group discussions, this zine collates the thoughts of those individuals. We are circulating this now as a prompt, challenge and reminder to those present and those interested in the topic to continue developing these ideas.

The workshop was supported by:



Creating a sustainable infrastructure for collaborative research partnerships between universities and communities:

What is needed?

Notes and reflections from the Connected Communities Creating Living Knowledge

Report launch

The under-valued opportunity to connect research and teaching

There is a huge opportunity to create fantastic curriculum and pedagogy through community-university partnerships. There are many examples around the world to draw upon – looking, for example, at Service Learning, in the US. There are also opportunities to create new programmes on community-peer research training. Teaching enables longer term partnerships. However, there are concerns that adult and continuing education traditions have declined – need to think about how university-community partnerships might reconnect with some of these traditions and allow greater flexibility in provision. Ideas proposed include: setting up summer schools to stretch the curriculum, reviving continuing education, developing ethical guidelines for community-engaged learning, developing joint delivery with community partners, developing stand alone modules that can run alongside or as part of dual honours degrees.

How to develop a better funding landscape for collaborative research

There is an urgent need for funders to meet together to address this agenda, and to think and work collectively. There are a number of schemes that encourage these collaborations, but they are rarely evaluated together. There is a need for different sorts of funding – often small scale, long term, easy to access – in order to build relationships. Funding of core time to enable networking is essential and there needs to be a very diverse funding mix to ensure that organisations don't become over-reliant on one source.

Building capacity for collaborative research

Capacity needs to be built in practice and through trying out how to do this work – this can be enhanced by building in opportunities to experiment, reflect and channel learning to other organisations throughout the project. Levers for encouraging the development of collaborative research might include requiring all academics to submit an impact case study –as well as ensuring that ‘impact’ can be carried between institutions rather than tied to one place. There is a need to translate the growing academic research literature on collaboration into practical tools and guidance – e.g. the ESRC Impact Toolkit.

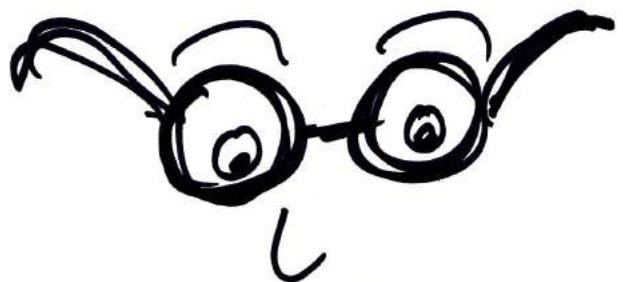
University systems and structures

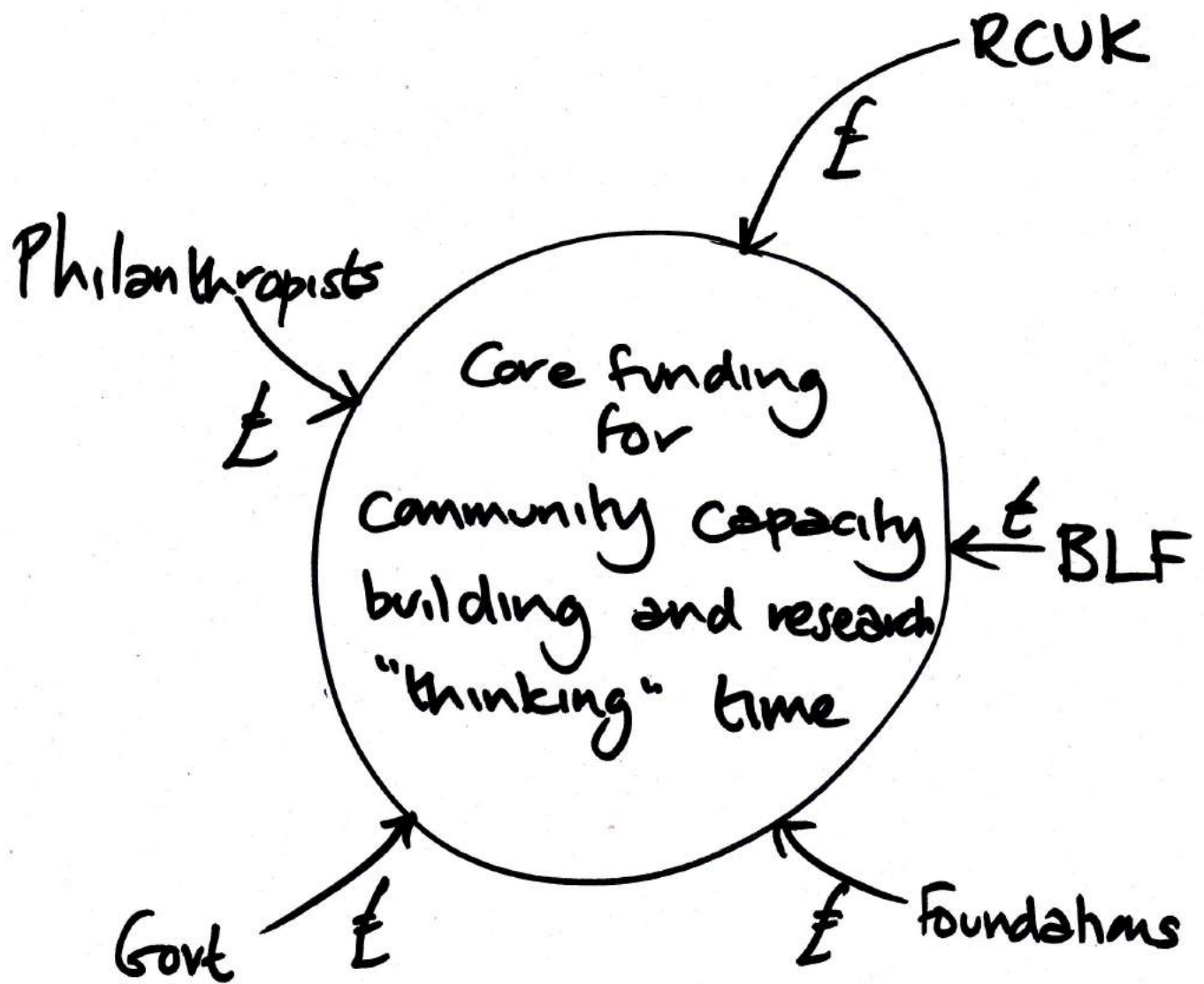
Key issue is to ensure that university professional services are involved in the discussion of aims and purposes of collaborative research from the outset – not just introduced at the end. There is a need for both academics and professional services staff to learn from each other about how these systems might evolve to make it easier, for example, for payments and contracts to work well. There is a need for a national network to share ideas when institutions develop good practice.

Avoiding the creation of new exclusions

There is a need to actively publicise the stories from the CC Programme to showcase the sorts of collaborations that are possible – this will engage new partners and bring in new collaborators. There need to be brokers and mediators to enable connections to be made between unlikely and unexpected groupings. Fundamentally, the university itself needs to be more diverse if it is to connect more easily with more diverse groups in society. There should be open and accessible ‘shop windows’ for universities – such as the Brighton CUPP programme – allowing community members to raise questions and to be partnered with academics who might be interested in collaborating. Some targeted funding streams are needed – to explicitly address and engage communities who are currently poorly represented. More and more frequent opportunities to meet between academics and community partners who are interested in developing collaborative research partnerships are needed – speed dating, introductions, informal conversations required. Above all, the existing stories need to be circulated – social media helps.

**What will you take
away from this
workshop?**





Sharing learning from
today with colleagues
who are not here.

How to foster genuine
collaboration through
funding

What would a similar
event comprising mainly
community partners have
concluded?

As someone whose project was a community project that led to working on a PhD I felt I was 'playing the system' somewhat. Community work under the 'guise' of academia.

Today has been a revelation that actually I was doing it 'right'.

Something to consider when planning the next steps. I want to do more of this, and, excitingly, so do other people in this room... and beyond.

I AM SICK OF UTOPIA
IT IS A DIFFICULT IDEA
TO WORK WITH. I KEEP
SAYING IT'S NOT A PLACE
IT'S A DESTINATION WHICH
HELPS. I LIKE THE IDEA
OF NOT SILLY OPTIMISM
WHEN I CUT OUT THE LETTERS
TO MAKE A GIANT SIGN
THAT SAID UTOPIA THE
KIDS SPELT IT WRONG AND
WROTE "OPIAT" UTOPIA IS
THE OPIAT OF THE MASSES

Think about LEGACY in
creative, rounded, ~~an~~ holistic
manner

- collect stories about
changes that have some
connection with programme
- encourage reflection
- encourage creativity
- think chaos!



~~organised~~
That leads to beauty
(think trees)

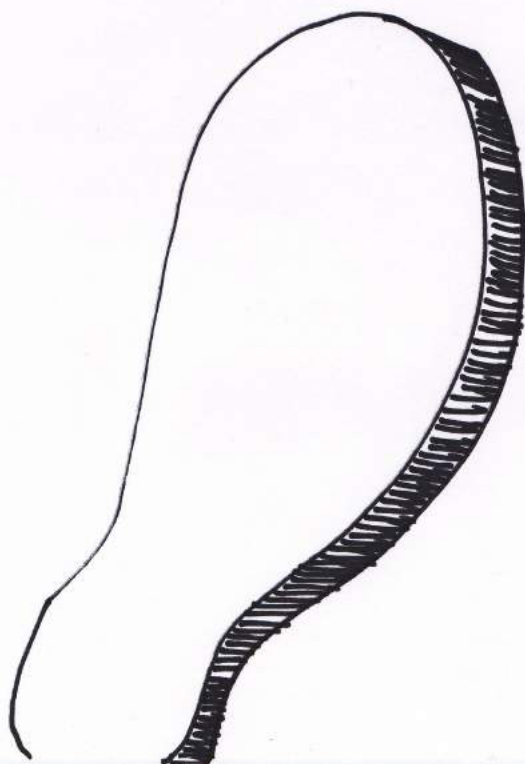
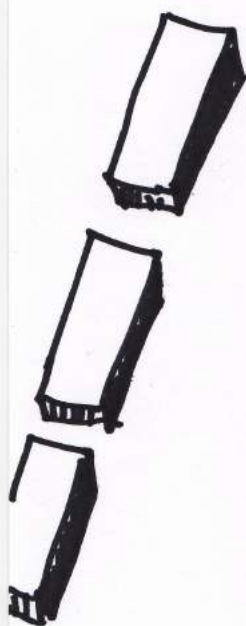
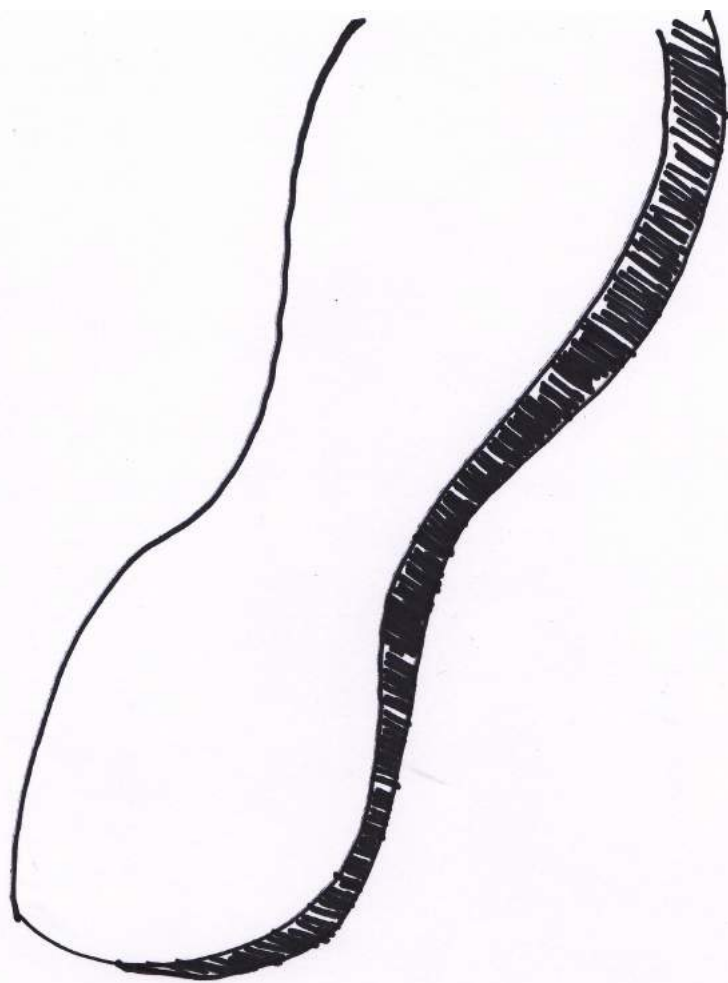
Harness my taste
for interdisciplinarity
and my ability to translate
across cultures

To work with some Film +
Management Depts to
design PhD/post-doc
projects

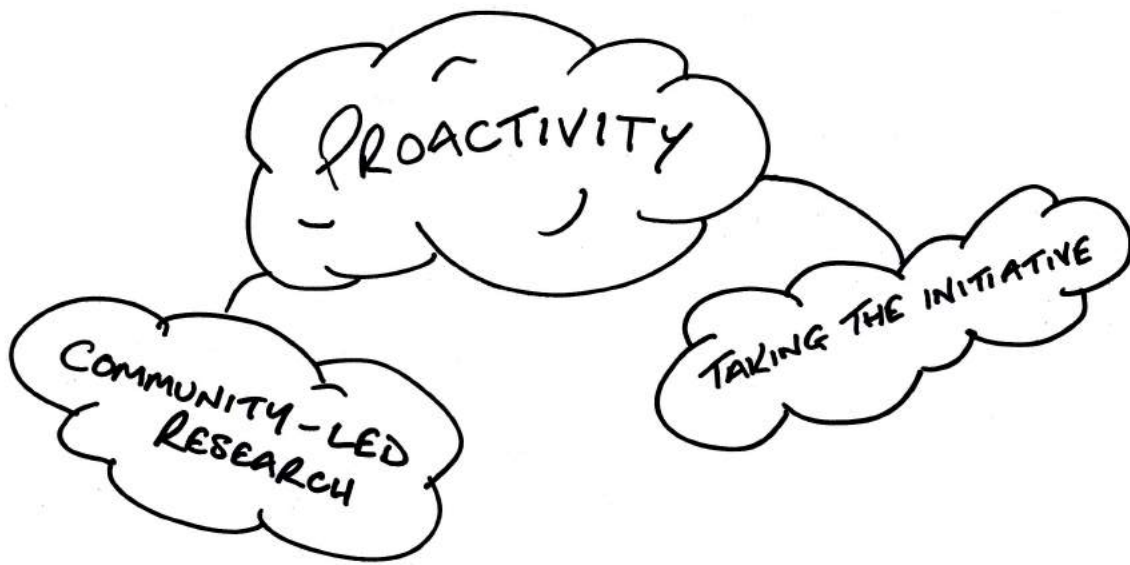
AND TOGETHER WE COULD
MAKE SOME FUNNY FILMS
TO CIRCULATE ACROSS
INSTITUTIONS TO SUPPORT
ADMINISTRATORS TO SUPPORT
CREATIVE WORKING!

That engage with
University support
structures in order
to co-produce ...

A COST-BENEFIT ANALYSIS
OF RISK AVERSION IN
UNIVERSITY FINANCE & CONTRACT TEAMS



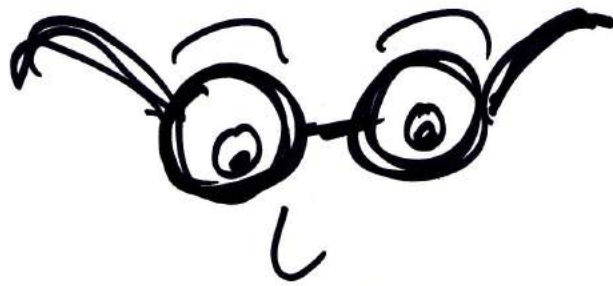
WALK A KM
IN YOUR PARTNER'S
SHOES* (NOT ON CAMPUS.)



Think further about:

What is a community?

→ and the relationship to research?



- I want to try & find key people in my university that can help me out at an institutionally specific level (e.g. other CC researchers, finance people, HR people). & talk to them about CC projects & the best ways to practically manage them within university structures - share this information
- Talk to people higher up in my dept. about the opportunities that I could apply for (e.g. networking grants) if I had research time rather than being filled to capacity with teaching (sorry this one is selfish)

Many of the questions/issues we're facing are international in scope - I want to pull together what I've learned from involvement in CC projects with examples / case studies from elsewhere on the planet. Secondly,

I want to articulate / re-articulate the importance of practice (particularly socially-engaged arts / cultural / media practice) at the core of this sort of work.

I'm not sure practice and action based methods ^{always?} are ₁ very well understood (esp. arts based methods) across the CC community

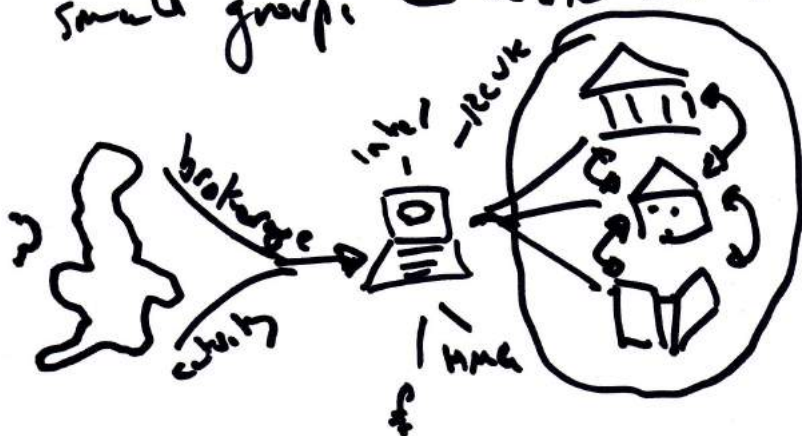
- 1) Lobby (nag!) my institution to give appropriate support and resources for work with communities
- 2) Work with current partners/stakeholders on how we can work together (concretely) to embed community partnership in HE organizations
- 3) Campaign within HE for co-produced research to be valued in hiring/promotion/research leave procedures & partners to be adequately remunerated

① Mapping the brokerage networks, people, departments, etc. within HEI x museum/heritage/ community landscapers.

Using the intel to help open up access, and unlock potential between sectors - ^{meet} _{see} ^{near}.

And provide AHRC, HLF, RCUK, DfES, etc with a strategic overview.

② Try to explain to HE finance systems. There is a way to administer payments to small groups (look at Middlesex)



Paddy McNulty

Follow up on CC case studies that have worked well in heritage. Share this knowledge within my organisation and use it to think about how IROs can work best within this framework.

An idea was raised about IROs playing an important role at the interface between communities and universities - how?

CONSIDER THE POSSIBILITY OF
RECIPROCAL VISITS BETWEEN
WESTER HAILES + OTHER
NEARBY CONNECTED COMMUNITIES
PROJECTS. (PAST OR PRESENT).

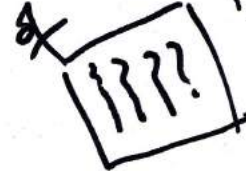
Reflect more on
the power of networks
and how I can support
others to access them.

WORK WITH UNIVERSITIES' GOVERNANCE,
ETHICS BOARDS & R & D DEPARTMENTS ^{FOR}
TO PROMOTE THE IDEA OF A ^C AHRC
MODEL OF CO-PRODUCTION INFRASTRUCTURE
THIS MODEL WILL START WITH
SPECIFIC ETHICAL PRINCIPLES
(SUCH AS "MUTUAL-BENEFIT" "SHARING
DATA & OUTPUTS"; & FORTH TO "RESPECT
OF R. PARTICIPANTS WISHS" ^{ON}) - THESE
PRINCIPLES ADMINISTRATIVE, DATA
MANAGEMENT, CONTRACTS ~~FORMS~~
PRACTICES & TOOLS WILL BE
DEVELOPED.

new ass



Reframing
the list



Skills.

I've
been there
I can help! I've
been there.

I want to work
with university seniors
& research councils

Contact
expenses. to create
better data
streams.

Distribute
with
networks

how much does it cost
the university

Can't
rely on others.
what!!

can't we think
of better ways
to distribute £62.00
per form.

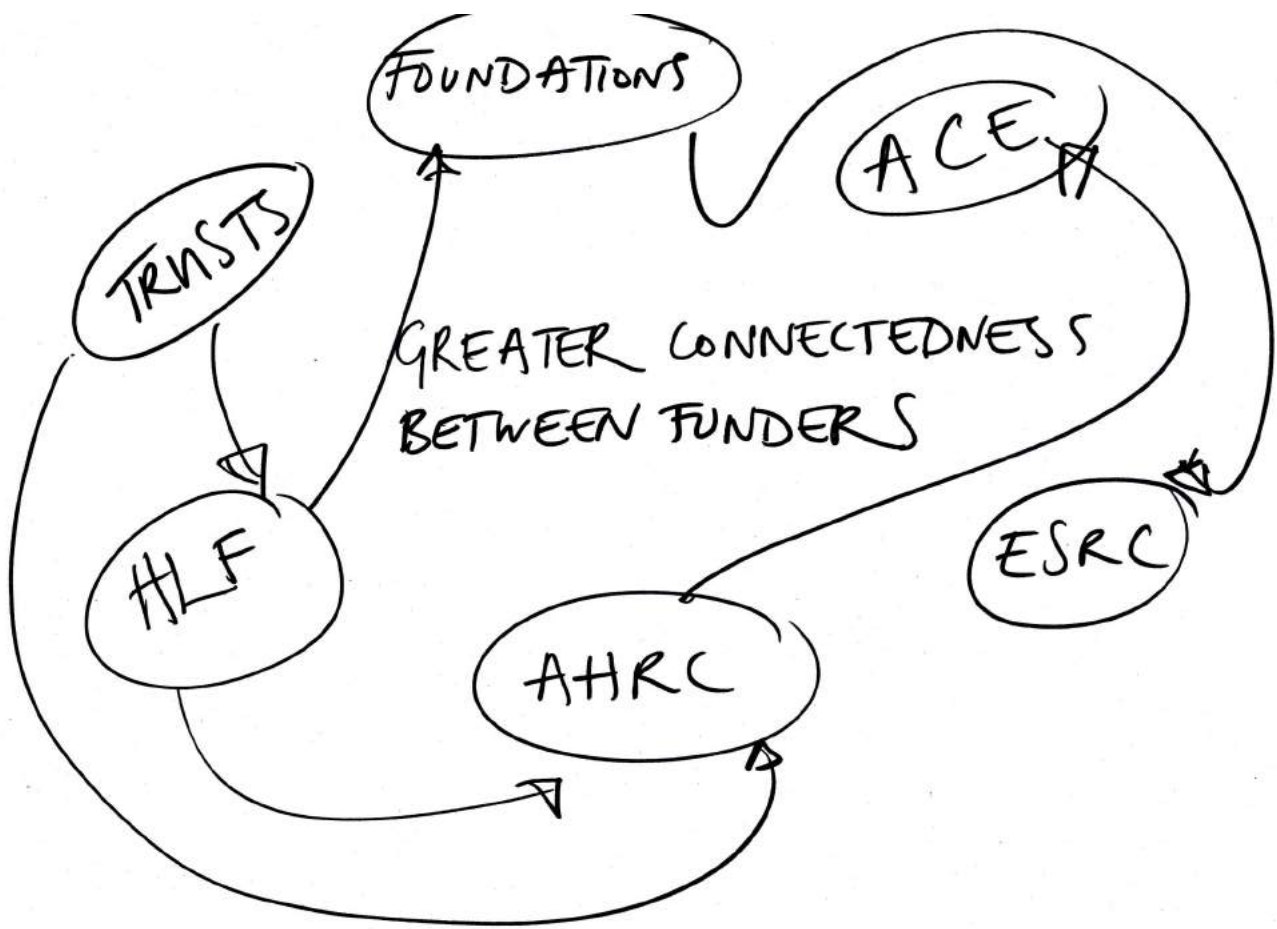
HYDROCITIZENSHIP
CC PROJECT WILL
SHARE GREAT
STORIES THROUGH
THE CC NETWORK

INC THAT A COMMUNITY PARTNER IS/ABOUT
LEAD ON PROJECT DAY!

NO SUCH 'THING' AS A COMMUNITY GROUP...

... NO SUCH 'THING' AS A UNIVERSITY ...

... HOW DO WE RESPOND TO SUCH VARIETY?



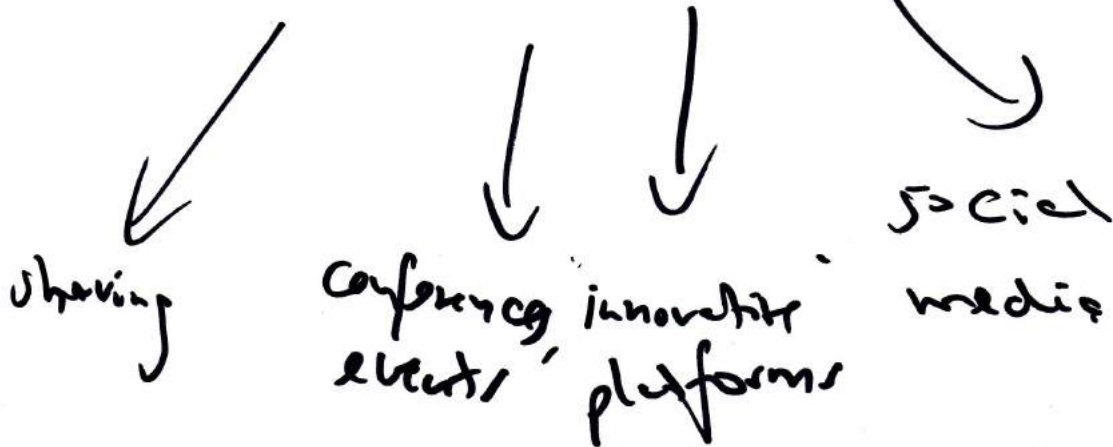
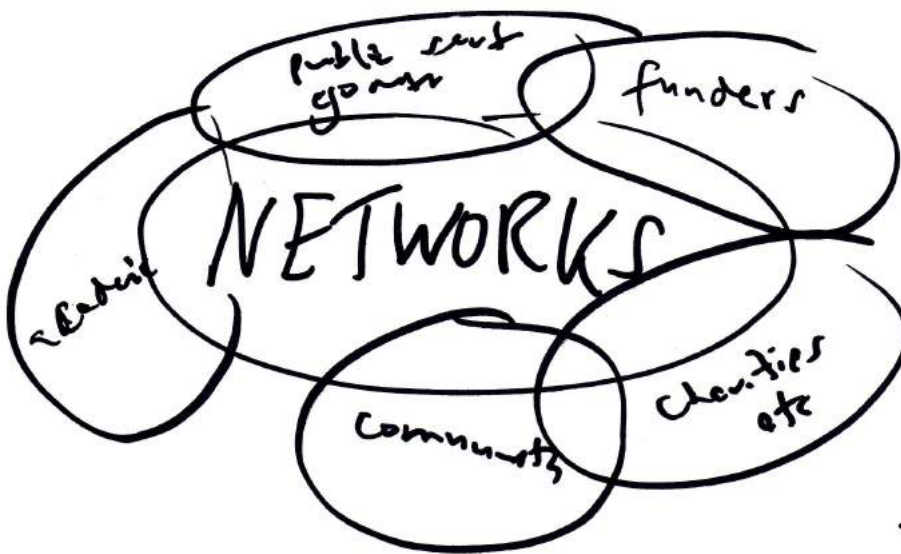
* Draft ^{project} my story into one paragraph and put it out to community networks.

* Complete some downloadable resources for community partners and get them on the web.

Developing an easy way in for the wider community to understand what we have to offer - via website, social media, open door, other comms. Include snippets from projects, viewpoints from others involved in research etc etc, inc other resources of community partners, industry, public sector etc.

WORK ON THE NOTION OF
'LONG TERM' OUTPUTS IN
TERMS OF SOCIAL/HUMAN CAPITAL
& RELATIONSHIP BUILDING ^{BETWEEN COMMUNITIES/INSTITUTION.}
IDENTIFY/MAINTAIN THE
RELATIONSHIPS, & CONTINUE
TO 'NUDGE' IDEAS, & BUILD
CAPACITIES

CONNECT



erase strict boundaries 'open up'
enable consultation, connection
exchange, sharing (resources,
knowledge)



create opportunities
projects, / projects
=> Follow-up (support)

Use our position
as a support service
to broker + open
up areas of the
community that
have a limited voice
to meet researchers
who can use their
"story" to help
make sustainable and
real change } through live
work with
univ's + local Gov

TAKE AWAY /CARRY OUT/OUT

① CONTINUE CONVERSATION/
NETWORKING WITH NEW
CONTACTS / PROJECTS ...

- KNOWLEDGE EXCHANGE
- METHODS
- EVALUATION
- COMMUNITY PARTNERS
- COLLABORATIVE FUNDING

② FEEDBACK TO CC/FELLOWS/AHRC
LESSONS LEARNT, SUGGESTIONS
/IMPROVEMENTS

Moc as a way of accrediting
Community-based research training

Brokers/Connectors - individuals who
can work within time + resource
poor organisations for finite periods
to facilitate research networks + the
creative ideas from the organisation into
potential research partnerships.

Research Forums, open community social
spaces for people to come together and
spark ideas - Film screenings etc - social
time starting + developing relationships

A hand-drawn mind map with two main branches. The top branch contains the text 'draw on our existing work on brokers and create map'. The bottom branch contains the text 'develop guide to funding CUP work exploring all aspects need to think about when applying for funding'. The branches are connected by a central point, and there are several smaller, unconnected lines extending from the main branches.

draw on our existing
work on brokers
and create map

develop guide to
funding CUP work
exploring all aspects
need to think about
when applying for
funding

Identify and publicise some 'excellent'
examples of university-community
collaborations. As the basis for a
new UCEF (University-Community
Excellence Framework!!)

Share
Exchange Experiences
Questions motivated differently
make connect produce extend
benefit.


Find ways of flowing CC work
into other available channels:

- existing engagement projects;
- media discussion;
- new media formats;
- teaching;
- promote the CC book;
- identify a new community-focused project & work on it.


"Connected, Community-relevant
and engaged research needs
to show how it is an example
of universities leading, ~~social~~
innovating and delivering on all
the key objectives that have
been delivered to them. It is
not an exceptional "nice to have"
but ^{an} ~~an~~ integral ~~to~~ element of
a ^{successful} ~~successful~~ university and
fruitful academic career."



What I would like to do
following on from conversations today...

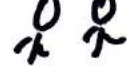
DEVELOP a structure for supervisory
relationships for people either running or
responsible for Connected Communities
projects.

THIS COULD INVOLVE ...  coffee
every
month

or TIME to reflect on

Something that went wrong 
or something that went right

SHARING This process with the 
team....  co-supervising

also coaching ...  on train

or just going for a walk

or Drawing together ~ as a form of
co-learning so people

can REFLECT on what they have done and
the ETHICS of this process.
K.P.

RECREATE

THE

WHEEL

IF

THAT'S

WHAT'S

NEEDED

KNOWLEDGE, RESEARCH
& EXPERTISE -

EXPECTATIONS, COMMUNITIES
AND UNIVERSITIES.

COMPARATIVE/CROSS-NATIONAL

A STUDY OF WHAT DONE & HOW
- USING WHAT METHODS &
WHAT ACHIEVED - ABOUT
STRENGTHS, BUT ALSO
BOUNDARIES OF DIFFERENCE
& RECOGNITION. - WRITTEN
LOADS ALREADY TODAY -
SO THAT IT FOR ME :-)

TIM

Write a blog piece for our
staff intranet about
what it was like taking part in
today's event and encourage
debate about the project's findings.

(a small rather than a big thing
.... but lots of big things start
small).

Story
telling!

Excite people
about the
wonderful
work.

P.M.

We really can
create a network
and a community to
take this forward

- we can get some
more sessions going.

↓
outside
harden.

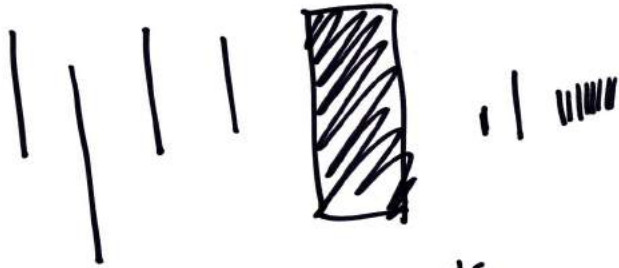
K.F.

- Share CC learning with colleagues
- Explore potential for collaborative funding pot for 'time to build relationships and think creatively' - open to community groups and researchers
- shout about successes of CC projects funded on Heritage (HCF + others)
- learn lessons of success - and be brave about lessons of 'failure'

✱ Pull in ECF. Jody Elgert et al
↳ WWI Hub + an awareness
of connected communities

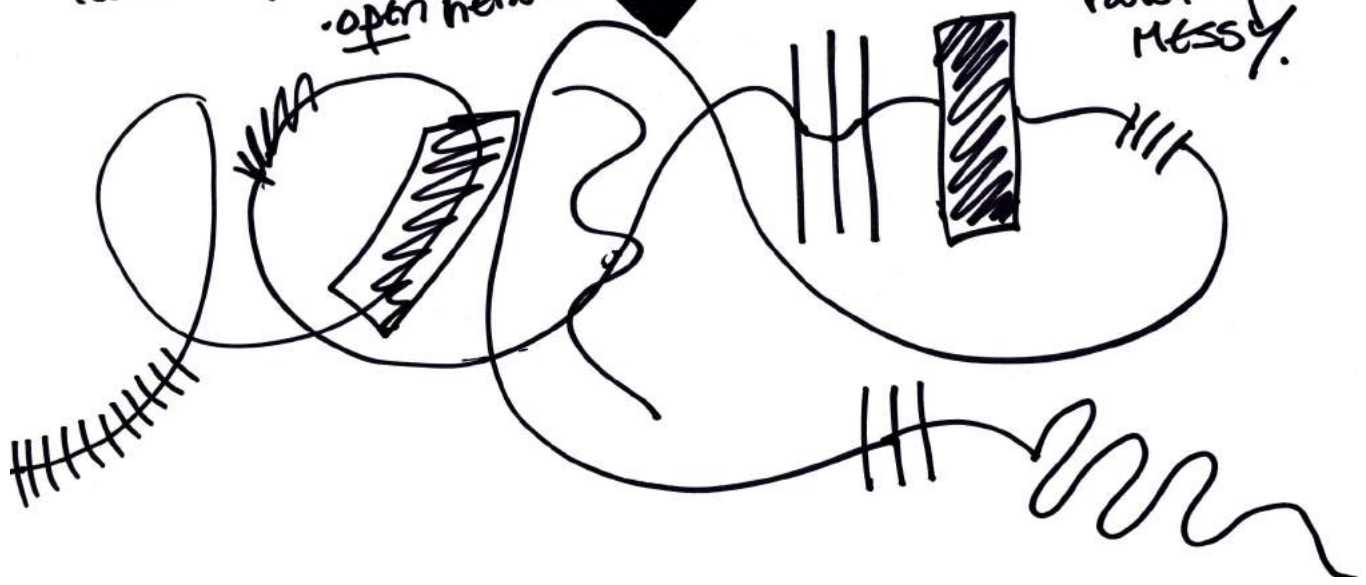
✱ Begin to gather evidence
from students u/g + h/g
on how engagement
activities makes them
more employable / is
used / useful in
job applications etc

✱ Spread out / disseminate
the executive summary
from the 'Creating Living
Knowledge' → university
+ community partners
(easier if a link or easy
handout) ^{+ for} teacher office also

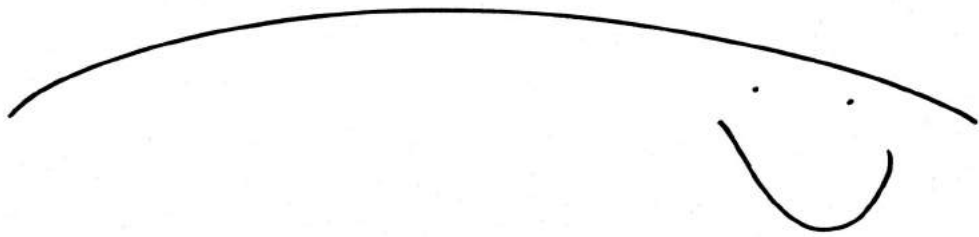


• sibs into learning circles
• risk taking
• open networks

• MIXED ECOLOGIES
• LEARNING SPIRALS
• valuing the messy.



Do another Project
Sensitised to what's been
discussed. Try harder,
Fail better! Learn Lots.



THE NEW 'RESEARCH UK' COMBINED
FUNDING BODY SHOULD HAVE A
STATUTORY DUTY TO PROMOTE
PUBLIC ENGAGEMENT IN THE
RESEARCH LANDSCAPE.

Develop expertise in my
institution re collaborative
research - opportunities and
challenges. Extend this to
help support new academics
with new collaborative projects
that work with new community
partners ...

... with the objective of further
diversifying collaborative styles
of working and relationships.

... Diversifying Participation!

Promote examples of good university-community collaborations, highlighting what has made them successful, what can be learnt, and how they can be replicated by others.

Connell Community
Participation Groups
to RRI Group

→ MAP Methodologies
for RRI

→ DEVELOP COLLABORATION
- Robotics + Disability Studies
+ Soc Sci + Communities

. REF.

Making Research Impact
Case Studies Palatable

+ Everyone has to do
an impact case study!

— Connect with James
Wilsdon on

Have a closer look
at "Service Learning" —
is it what we're doing?

Explore Doctoral Research
Partnerships with Local Govt.

Ask CC Network (again)
who is working with (in
partnership) Local Government
on collaborative projects using
design/design forced.

This Year...

Eve
Elliott

I will host
Short!

a series of workshops

based on connected communities

projects I have been involved
in at Cardiff University.

These will be used as practical
examples to illuminate some of
the issues discussed today.
Academics, PG Students, ^{personal staff} researchers, ^{senior staff} policy makers &
community participants, will all be
invited (including VC!)

Will end with day conference
on what is to be done, invite
Ken and then drink lots of wine!

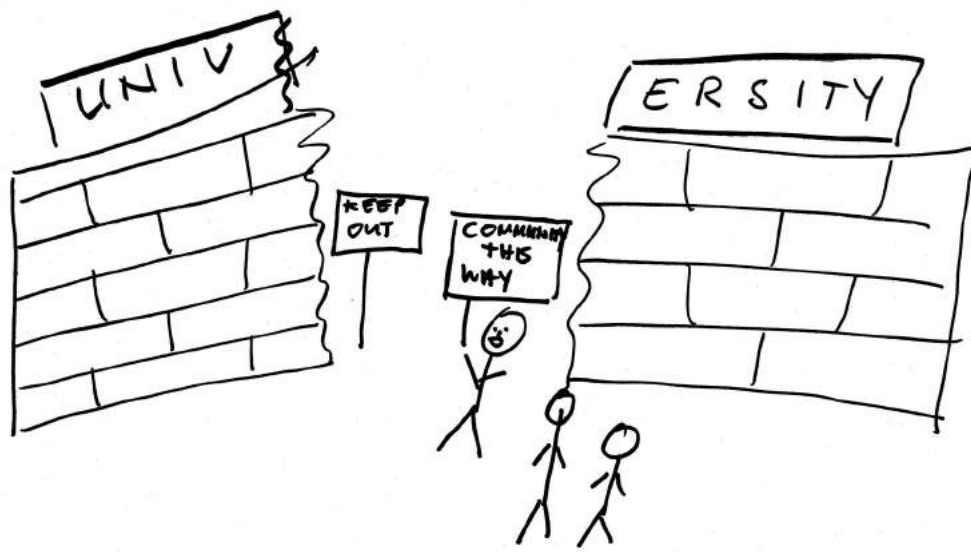
Explore the idea of proposing a project to the University (as an external partner) rather than being employed as a sub-contractor on an existing University AHRC-funded bid.

Would it work the other way round to the usual process?

Would a community group, freelance artist or other external partner be 'allowed' to make this approach, make this application?

Would the University be open to a collaboration introduced in this way?

- Let's experiment! -



More thinking about new literacies for Collaborative research - how do they interact with the 'research skills' traditionally prioritised by different organisations? What do they mean for different Collaborative roles, processes, outputs? How can they be developed and supported?

encourage conception of other funding models → targeting under-represented groups
↓
flexibility
↓
move less risk, track record
→ more away from concentration of follow-on funding
↓
keep the door open to new entrants

Creating real
diversity in who engages
with who (with my policy magic wand)

Demystify who is involved and how
→ make use of learners at unis
←
encourage other regional bodies to assist → brokerage!
↓
which orgs are in the area
←
Advocacy to help others see they could get involved
↓
be compelling! tell stories of good practice

Tell my research project
team what a great job
they're doing on our AHRC
project

Think about more ways to widely
communicate findings / outputs
from our AHRC project

Think more innovately about
how to work with community
~~peer~~ researchers

Access more funding for sharing
~~expertise~~,
expertise and training



Thank you Paul, Sophie & Keri. Jx.

Read the Creating Living Knowledge Report at: https://connected-communities.org/wp-content/uploads/2016/04/Creating-Living-Knowledge.Final_.pdf

Photos and further information about the workshop are available here: <https://connected-communities.org/index.php/events/event/creating-living-knowledge-workshop/>

Find out more about the Connected Communities Programme:

Web: www.connected-communities.org

Twitter: [@ahrcconnect](https://twitter.com/ahrcconnect) [#ahrcconnect](https://twitter.com/ahrcconnect)

Facebook: www.facebook.com/ahrcconnect

Instagram: www.instagram.com/connected.communities

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